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ABSTRACT

Involving 195 vocational, technical, and adult education (VTAE) personnel from Wisconsin's 16 VTAE districts, this study was designed to identify the teaching competencies needed by beginning VTAE teachers and to recommend alternative delivery systems for obtaining professional competencies necessary for VTAE certification. With plans to provide a basis for assistance in developing the certification curriculum for new teachers and for directing professional development delivery systems that are realistic and competency based, a survey instrument containing 88 competency statements from 10 major categories was developed and sent to the respondents. The respondents rated each competency according to the need by vocational teachers and the time the competency is needed. Results from the survey showed that all competencies on the list were needed and that most were needed within the first three months of classroom experience. In a comparative study between subgroups, results showed that teacher educators saw more competencies needed earlier than did new teachers or certified teachers. Possible uses of the results were noted: Results may aid teacher educators in deciding those competencies needed as survival skills and those that may be held until later, and also may give teacher educators a more realistic base for determining the curriculum for certification courses. The appendixes include the survey instrument used, the tabulated data, and other related information. (BM)

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Final Report

Project No. 19-075-151-227

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Professional Education Competencies Needed by Beginning VTAE Teachers

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Chapter I

PROBLEM AND RATIONALE

Summary

The primary purpose of this study was to identify the professional teaching competencies needed by beginning teachers of the VTAE system. Alternative delivery systems for obtaining professional competencies necessary for VTAE certification were also recommended. The results of this study will then provide a basis for assistance in developing the certification curriculum for new teachers and for directing professional development delivery systems that are realistic and competency based.

In this study, a population (N=195) of those persons most directly related to the vocational education teaching profession were selected. The seven groups identified were new instructors, certified instructors, VTAE students, department chairmen or Instructional Services personnel, VTAE State Board staff, and vocational education teacher educators. All sixteen VTAE districts were used in the population.

A survey instrument was developed and sent to the selected respondents. The survey contained a list of 88 competency statements which were divided into 10 major categories. The respondents were asked to rate each competency according to (1) need by vocational teachers, and (2) how soon after employment the competency was needed. The time blocks were designated as within 3 months, 6 months, 1 year, 2 years, and 5 years.

Results from the survey showed that all competencies were retained. The data also indicated that the competencies needed within the first 3 months of classroom experience were more often agreed upon by all groups, but as the time span lengthened, the decision to determine the exact time a competency was needed became harder to distinguish. Although each group varied to some extent as to their selection of time blocks for the competencies, all groups clustered competencies needed first in the categories dealing directly with classroom activities, course planning and the student learning process and evaluation. All groups saw the entire list of competencies as being needed within the first two years.

In comparing the sub-groups of new teachers, certified teachers, and teacher educators with the total group scores, it was found that teacher educators seemed to see more competencies needed earlier than did either new teachers or certified teachers. The data resulting from this study, then, may aid teacher educators in deciding those competencies needed as "survival skills" and those competencies that may be held until later. For competencies that may have been held as questionable for a specific time, the comparison of sub-groups may also give teacher educators a more realistic base for determining the curriculum for certification courses.

The Problem

The purpose of this project is to determine the professional education competencies needed by beginning teachers of the VTAE system.

Objectives

The objectives of this project are:

1. To determine the teaching competencies needed by beginning teachers hired from business and/or industry in the VTAE system.

2. To verify the competencies by submitting them to vocational teacher educators, State Board of VTAE staff, local administrators and a sample of certified VTAE teachers.

3. To recommend alternative delivery systems for obtaining professional competencies necessary for certification in the VTAE system.

Rationale

Teachers come to the VTAE system from a variety of backgrounds. Some have a professional education and teaching experience; others have been hired directly from business and industry. All teachers in the VTAE system must be certified.

Each year the sixteen VTAE districts hire persons from business and industry to teach who are technically competent in their occupational fields and provide a rich source of expertise to the programs offered by the VTAE districts. These beginning teachers, however, may have difficulty in planning for what they want to teach, organizing it in a manner which is logical to a learner, presenting the content in a variety of strategies to fit various learning styles, and evaluating whether

the students have actually achieved the competencies necessary to compete in the world of work. These new teachers do not possess the teaching competencies necessary to provide educational experiences for their students which will provide the students with the competencies to succeed in their chosen career field.

The professional certification course work, which has been designed to help VTAE teachers become more professionally competent in their teaching skills, attitudes, and knowledges, as it is now delivered by the University of Wisconsin System is not given in a logical sequence for the new teacher. Many times, the first course offered to new VTAE teachers is Philosphy of VTAE in Wisconsin. Beginning teachers need "survivor skills." They need to develop skill in planning, organizing, and conducting a class prior to a full understanding of the philosophy of the VTAE system or their own professional role and development.

By identifying the competencies needed by VTAE teachers, and verifying these competencies by persons whose primary concern is vocational education, it may be possible to develop a delivery system for providing professional teaching competencies to new teachers in a logical order that would better meet the needs of new instructors in the VTAE system. In addition, identified and clearly stated professional competencies will provide for more precise evaluation and permit the new teacher to receive credit for prior experience. This will result in a more efficient professional development program for the teachers.

The 1974 Annual Evaluation Report of the Wisconsin Advisory Council on Vocational Education has seen the need for improvement in the area of professional development. Two general areas are as follows:

F-11. The growth in vocational services to greater numbers of people whose needs span a broad spectrum of occupations

necessitates consideration being given to the more generous allocation of Federal and State funds for use in the preparation of professional personnel. Research should be undertaken to design and try out alternate curriculum patterns encompassing the contents of the present certification courses.

F-13. The delivery system for professional development experiences should be reviewed with the objective of providing a more realistic system.

Successful VTAE programs require occupationally competent instructors; however, most instructors from business and industry have had little time to prepare themselves in a formal teacher education program. Therefore, a carefully planned delivery system for professional development should be available in order for the new teacher to acquire necessary teaching skills in the shortest and most realistic time possible. This study has been designed to research the competencies needed by the new teacher and to begin development of a realistic system of delivering the certification curriculum.

Chapter II

METHODS AND PROCEDURES

This chapter contains the methods and procedures used in developing the survey instrument and collecting and analyzing the data for the study to identify the competencies needed by beginning teachers in the VTAE system.

Population

The population was identified as follows:

48 First year instructors in the VTAE system, provisionally certified.

48 Certified instructors, 2-5 years of experience.

48 Students currently enrolled in the VTAE system.

48 Department chairmen and Instructional Services personnel in the VTAE system.

7 VTAE State Board staff members.

22 Vocational Education teacher educators.

One person in each of the sixteen districts was identified to distribute the surveys to three first year instructors, three certified instructors, three department chairmen or instructional services staff, three students, and to three advisory committee members.

State Board staff were selected by Mr. Roland Krogstad, Research Consultant, Wisconsin Board of Vocational Technical and Adult Education.

The Vocational education teacher educators were selected from the EPDA Directory of Teacher Educators by the research team.

Developing the Survey Instrument

A review of existing studies of teacher competencies was made. An initial list of competencies were written and then cross referenced with the following resource lists:

- Illinois State University Pre-Service Occuaptional Program (POP kits)
- Ohio Center for Vocational Education Vocational Teacher Competency Profile
- University of Wisconsin-Stout, "Development of a Base for the Re-evaluation of the Professional Segment of the Master of Science Degree Program in Industrial Education at the University of Wisconsin-Stout" Dr. Lawrence S. Wright
- University of Wisconsin-Stout "Improve Instructional Capabilities of Part-time Vocational Education Call-staff" Lorayne Baldus
- University of Wisconsin-Stout "Assessment of the Professional Teaching Competencies Needed by Call-staff Teachers in the Wisconsin VTAE System" Bryan K. Niccum
- "Proposed Florida Competency-Based Teacher Education Program for Trade and Industrial Education" Dr. Robert E. Andreyka

After consultation with Orville Nelson and Harold Halfin, co-directors for the Center for Vocational, Technical and Adult Education at the University of Wisconsin-Stout, the first draft of the survey instrument containing 79 items and divided into ten major categories was developed. It was then given to 25 Vocational Education graduate students for review and testing. The suggestions and results of this pilot test were then evaluated by Roland Krogstad, Wisconsin Board of Vocational, Technical and Adult Education for further recommendations.

A final and revised survey instrument was then developed and printed for dissemination. It consisted of a total of 88 competencies divided into 10 major categories, using the Ohio Competency Profile divisions as guides. These areas were as follows:

A. Planning, Developing and Evaluating a Program, 11 competencies.
B. Planning Instruction, 13 competencies
C. Instructional and Teaching Strategies, 14 competencies
D. Evaluating Instruction/Learning, 8 competencies
E. Managing Instruction, 8 competencies
F. Guidance and Counseling, 9 competencies
G. School and Public Relations, 6 competencies
H. Student Vocational Organizations, 5 competencies
I. Professional Role and Development, 7 competencies
J. Coordination, 7 competencies

Distribution of Surveys

The survey instruments were divided into packages of 15 instruments each for each of the sixteen districts. They were then mailed from the State Board of Vocational, Technical and Adult Education on March 1, 1977. A cover letter giving instructions on the dissemination of the surveys was included along with an envelope for returning the instruments to the Center for Vocational, Technical and Adult Education, UW-Stout. A request was made to return the surveys within a two-week period.

The 22 surveys sent to vocational education teacher educators were mailed on March 1, 1977, from the Center along with a cover letter and a self-addressed envelope requesting the respondent to return the survey instrument to CVTAE.

A copy of the cover letter to the district directors and teacher educators and survey instrument appear in Appendix C, D, and E respectively.

Each person receiving an instrument was asked to rate each competency according to (1) need by vocational education teachers from all program areas, and (2) how soon after employment the competency is needed. The following rating scale was used:

1. = 3 Months or Less
2. = 6 Months
3. = 1 Year
4. = 2 Years
5. = 5 Years
6. = Not needed

Using the above code, the respondent was asked to place a number (from 1 through 6) in the blank for each competency listed. If the competency was needed, they were to select the time block in which it is necessary and write the corresponding number on the line to the left of the item. If the competency was not needed, they were to write the number 6 on the line.

On March 16, 1977, follow-up calls were begun. Of the 266 surveys sent out, 195 were returned and used in the data analysis.

Data Analysis

spondent and program area in which respondent teaches, if applicable, and an analysis was run at the University of Wisconsin-Stout's Center for Research and Educational Improvement to determine the mean and the standard deviation for each item. The analysis was done for the total group and for seven position groups. Nine service area groups were also

analyzed. The following values were used to determine the (1) need of the competencies, and (2) the time block for each competency.

MEAN VALUE	STANDARD DEVIATION	TIME BLOCK
Less than 1.5	Less than 1.1	Retain/ 3 Months
Less than 2.5	Less than 1.1	Retain/ 6 Months
Less than 3.5	Less than 1.1	Retain/ 1 Year
Less than 4.5	Less than 1.1	Retain/ 2 Year
Less than 5.5	Less than 1.1	Retain/ 5 Year
More than 5.5	Less than 1.1	Remove/ Not needed

Those falling outside of the above designated areas were considered questions to be reevaluated for further study by a panel of judges as to the exact placement of the competency in an appropriate time block. A table of data results of the total group scores and that of the seven sub-group scores have been included in Appendix A.

Chapter III

REPORT OF THE FINDINGS

Introduction

The findings presented in this chapter were collected from a sample of 39 new VTAE instructors, provisionally certified, 44 certified VTAE instructors, 45 department chairmen, 25 students, and 18 advisory committee members. Sixteen vocational education teacher educators and 7 VTAE State Board staff members were also represented in the population sample. A total of 195 responses were returned and used in the data analysis. The mean, the arithmetic average, and the standard deviation, a measure of variability calculated around the mean, were the statistics used for the analysis.

A decision had been made to retain all competencies receiving a mean of less than 5.5 and a standard deviation of less than 1.1. All mean scores from the seven groups were 4.5 or lower and none were removed. A six point rating scale was used to identify the need and the time block for each competency: 1. = 3 Months or less; 2. = 6 Months; 3. = 1 Year; 4. = 2 Years; 5. = 5 Years; and 6. = Not needed.

The standard deviation (SD) was used to assess the variability of the responses as calculated around the mean. If the value of SD is small, there is little variability among the scores and most scores are clustered around the mean. This would indicate some degree of agreement within the group. A decision had been made that a SD of 1.1 be used. In a normal curve, 1.1 would indicate that about 2/3 (68.2 percent) of the cases would fall between +1 and -1 standard deviations from the mean.

In determining the time block in which each competency should fall, the following values were set:

TIME BLOCK	MEAN VALUE	STANDARD DEVIATION
3 Months or less	Less than 1.5	Less than 1.1
6 Months	Less than 2.5	Less than 1.1
1 Year	Less than 3.5	Less than 1.1
2 Years	Less than 4.5	Less than 1.1
5 Years	Less than 5.5	Less than 1.1
NOT NEEDED	More than 5.5	Less than 1.1

Those scores reported as having a SD higher than 1.1 (greater variability) were considered questions for the time block determined by the mean score and were to be studied more closely as to the actual placement of that competency in a specific time block.

The tabulated results of the scores of the total group (N = 195) are reviewed in the following tables. Each table relates to an identified time block and contains the competencies selected from the entire list as being needed in that time block as shown by the total scores. General comments and comparisons will be made with the seven sub-groups.

Survey Results

Analysis of Total Group Scores

Table III-1 reports the competencies seen as needed within the first three months or less by the total group scores. Eight items were selected; two from Planning Instruction area, four from Instructional and Teaching Strategies, and two from Guidance and Counseling. One item from Planning Instruction was questionable for three months.

Table III - 1

Professional Education Competencies Indicated as Needed Within 3 Months as Selected by the Total Group Scores (N=195)

Rank order of items needed within 3 months: Mean score ($\bar{X}$) of 1.5 or less; Standard deviation (SD) of 1.1 or less.

		$\bar{X}$	SD
21.	Plan unit of instruction	1.30	0.74
34.	Create student involvement and participation in discussion	1.31	0.69
33.	Present information by using effective communication skills	1.33	0.76
39.	Conduct lab instructions and activities	1.39	0.86
20.	Identify course objectives	1.45	0.90
74.	React sensitively to needs and feelings of students	1.51	1.07
38.	Use audio-visual aids appropriately and effectively, such as projectors, models, bulletin boards, chalkboard	1.53	1.01
75.	Develop positive and professional attitudes in students toward world of work	1.59	1.01

Rank order of items held for question as needed within 3 months: Mean score ($\bar{X}$) of 1.5 or less; Standard deviation (SD) of more than 1.1.

22.	Write a lesson plan	1.44	1.17

Table III-2 shows 18 competencies chosen as necessary by the sixth month. Four of these are included in Planning Instruction, two from Instructional and Teaching Strategies, five from Evaluating Instruction/Learning, two from Managing Instruction, four from Guidance and Counseling, and one from Professional Role and Development.

Twenty-eight competencies were held in question, however, with four of these ranging from 1.16 - 1.17 SD which indicates a fairly close agreement. SD for the rest ranged from 1.12 to 1.47.

No competencies were firmly selected for one year (Table III-3). Twenty-five items were questioned with SD ranging from 1.23 to 1.71, a much wider variability of responses than was found in the SD for the sixth month time block.

Table III - 2

Professional Education Competencies Indicated as Needed Within 6 Months as Selected by the Total Group Scores (N=195)

Rank order of items needed within 6 months: Mean score ($\bar{X}$) of 2.5 or less; Standard deviation (SD) of 1.1 or less.

		$\bar{X}$	SD
65.	Organize and maintain classroom and laboratory	1.59	0.87
24.	Determine the sequence of course content	1.60	0.90
45.	Involve students in applying problem solving techniques	1.65	0.94
18.	Determine needs and interests of the students	1.69	0.98
19.	Write course outlines.	1.69	1.09
102.	Work effectively as a member of an educational team	1.71	1.15
44.	Guide individual student learning activities	1.78	1.03
80.	Utilize student personnel services to help meet student needs	1.81	1.14
73.	Build student's self-awareness and self-concept	1.81	1.07
56.	Evaluate immediate student achievement to determine course effectiveness	1.83	1.09
76.	Conduct student-teacher conferences and discuss students' progress	1.85	1.04
52.	Develop appropriate measuring or testing procedures for assessing student achievement	1.93	1.11
51.	Select evaluation procedures appropriate to course objectives	1.99	1.11
54.	Use student feedback to evaluate instruction	2.00	1.07
55.	Apply self-evaluation techniques to evaluating teaching performance	2.04	1.05

Table III - 2 Con't

		$\bar{X}$	SD
66.	Project and plan for instructional materials needed	2.06	1.02
77.	Provide information and guidance on educational and career opportunities	2.21	1.15
28.	Evaluate and select commercial teaching materials, A-V media and equipment	2.28	1.08

Rank order of items held for question as needed within 6 months Mean score ($\bar{X}$) of 2.5 or less; Standard deviation (SD) of more than 1.1.

67.	Provide for student safety and first aid needs	1.51	1.26
37.	Select appropriate questioning techniques	1.68	1.12
36.	Demonstrate a manipulative skill	1.69	1.34
64.	Maintain student achievement records	1.73	1.28
62.	Organize and maintain a filing system	2.00	1.22
63.	Plan and organize a classroom and laboratory	2.01	1.22
40.	Use simulation and replication activities	2.01	1.27
53.	Assess important student attitudes	2.03	1.17
26.	Recognize individual learning characteristics and learning styles	2.04	1.16
25.	Apply general psychological principles of how people learn	2.07	1.37
27.	Select the best method for putting content into action, such as a lecture, small group, learning packages, etc.	2.07	1.21
101.	Maintain expertise in professional and occupational area	2.07	1.40
72.	Understand group processes and dynamics -- how people work together	2.08	1.25
46.	Use programmed instructional materials	2.09	1.47
42.	Use outside resources such as speakers, field trips, professional materials	2.11	1.17
50.	Determine standards/criteria for course objectives and/or student outcomes	2.13	1.17

Table III - 2 Con't

		$\bar{X}$	SD
79.	Select and use necessary student background information	2.13	1.32
17.	Determine course prerequisites	2.15	1.27
78.	Act as resource person for individual student needs outside of classroom	2.15	1.40
105.	Understand the VTAE philosophy and mission in Wisconsin	2.18	1.37
23.	Writer performance objectives in behavioral terms	2.21	1.46
104.	Develop a professional philosophy of education	2.25	1.39
6.	Develop program goals and objectives	2.33	1.38
9.	Develop a course of study for a program	2.35	1.37
103.	Become involved in out-of-classroom activities that will enhance success of teacher	2.35	1.27
43.	Select appropriate techniques for special students such as handicapped/disadvantaged	2.39	1.38
112.	Relate classroom instruction with student's on-the-job training	2.48	1.42
35.	Employ brainstorming techniques	2.49	1.64

Table III - 3

Professional Education Competencies Indicated as Needed Within 1 Year as Selected by the Total Group Scores (N=195)

No items were determined as needed definitely within 1 year: Mean score ($\bar{X}$) of 3.5 or less: Standard deviation (SD) of 1.1 or less.

Rank order of items held for question as needed within 1 year: Mean score ($\bar{X}$) of 3.5 or less; Standard deviation (SD) of more than 1.1.

		$\bar{X}$	SD
41.	Direct students in instructing other students	2.77	1.57
85.	Interact and communicate effectively with those in the community	2.83	1.39
88.	Develop and maintain good working relationships with state and local educators	2.83	1.45
113.	Develop and maintain student progress reports in agreement with cooperating employer	2.83	1.46
95.	Maintain the student organization as an integral part of the program offerings	2.85	1.45
29.	Develop original materials if needed such as instructional packages	2.86	1.27
116.	Orient student to policies and training plan for cooperative training	2.89	1.46
93.	Sponsor and supervise student vocational organization activities	2.92	1.43
97.	Provide leadership and learning experiences through student vocational organization activities	3.01	1.47
89.	Obtain feedback from educators and community persons on effectiveness of program	3.02	1.26
94.	Activate student participation in state, regional, and national student organization events	3.04	1.43

Table III - 3 Con't

		$\bar{X}$	SD
106.	Be knowledgeable of the history and/or foundations of vocational education in Wisconsin and the United States	3.13	1.71
87.	Prepare and provide displays and information materials about program for community use	3.16	1.34
117.	Aid on-the-job instructors in training abilities and techniques	3.18	1.51
8.	Use an existing task analysis in developing a program such as V-Tecs, Ohio State, etc.	3.19	1.58
115.	Select and place prospective students for on-the-job training	3.21	1.39
107.	Utilize research procedures in solving professional problems	3.22	1.48
114.	Evaluate and select prospective cooperative training stations	3.23	1.40
96.	Guide students in planning and financing a yearly program for student vocational organization	3.26	1.42
86.	Make presentations to community groups to promote vocational program	3.35	1.30
111.	Develop and maintain student progress reports in agreement with cooperating employer	2.83	1.46
7.	Conduct a task analysis of an occupational area	3.39	1.37
5.	Initiate and organize an advisory committee for an occupational program	3.44	1.55
61.	Prepare vocational budgets and reports	3.45	1.33

Again, no items were selected for the two year time block (Table III-4); however, there were eight competencies held for question in the two year time block with a range of SD of 1.15 - 1.49. No items were selected for the five year time block, and no items were removed.

Table III - 4

Professional Education Competencies Indicated as Needed Within 2 Years as Selected by the Total Group Scores (N=195)

No items were determined as needed definitely within 2 years: Mean score ($\bar{X}$) of 4.5 or less; Standard deviation (SD) of 1.1 or less.

Rank order of items held for question as needed within 2 years: Mean score ($\bar{X}$) of 4.5 or less; Standard deviation (SD) of more than 1.1

		$\bar{X}$	SD
4.	Use information obtained from a community survey in planning a program.	3.51	1.46
10.	Make long-range plans for program	3.51	1.15
57.	Follow-up on student's success after graduation	3.72	1.18
11.	Conduct a student follow-up study	3.64	1.25
84.	Plan a program for community and school relations.	3.81	1.33
13.	Apply knowledge of vocational legislation and vocational funding to program planning	3.95	1.49
3.	Plan and conduct a community survey to determine community needs	4.01	1.47

Analysis and Comparison of Position Sub-groups in Selecting Competencies Needed for First Three Months.

First year instructors. First year instructors selected 13 competencies as being needed within the first 3 months; 5 competencies were the same as those from the total group, 7 additional competencies were added, and 2 from the total group list were not included.

Six of the 7 additional competencies chosen by first year instructors were those as seen as needed by the total group within the first 6 months, and one was considered by the total group as questionable for 3 months. The competencies added by first year instructors were as follows:

22. Write a lesson plan (item questioned for 3 months by total group).

24. Determine the sequence of course content.

44. Guide individual student learning activities.

45. Involve students in applying problem solving techniques.

55. Apply self-evaluation techniques to evaluating teaching performance.

56. Evaluate immediate student achievement to determine course effectiveness.

65. Organize and maintain classrooms and laboratory.

Competencies selected by total group but not included by first year instructors:

38. Use audio-visual aids appropriate and effectively, such as projectors, models, bulletin boards, chalkboards.

39. Conduct lab instructions and activities.

Both of the above competencies were ranked as questionable for the first 3 months by the new instructors.

Certified Instructors. Certified instructors selected all 8 competencies of the total group. They also added 5 additional competencies. Those added are as follows:

18. Determine needs and interests of students.

24. Determine sequence of course content.

45. Involve students in applying problem solving techniques.

These competencies had been selected as needed in the first 6 months by the total group. The following two competencies were selected by certified instructors as needed within the first 3 months but were of questionable need by 6 months by the total group.

36. Demonstrate a manipulative skill.

37. Select appropriate questioning techniques.

Teacher Educators. Teacher educators also selected all 8 competencies of the total group list and selected 15 additional competencies. The following competencies were added to the list. These competencies had been selected by the total group as necessary by the first 6 months.

24. Determine sequence of course content.

44. Guide individual student learning activities.

45. Involve students in applying problem solving techniques.

51. Select evaluation procedures appropriate to course objectives.

52. Develop appropriate measuring or testing procedures for assessing student achievement.

65. Organize and maintain classroom and laboratory.

76. Conduct student-teacher conferences and discuss students' progress.

The following competencies were selected as needed within 3 months by teacher educators but were questionable for 6 months by the total group.

23. Write performance objectives in behavioral terms.

27. Select the best method of putting content into action, such as lecture, small group, learning packages.

36. Demonstrate a manipulative skill.

37. Select appropriate questioning techniques.

50. Determine standards/criteria for course objectives and/or student outcomes.

64. Maintain student achievement records.

67. Provide for student safety and first aid needs.

The following competency was ranked as needed within 3 months by teacher educators but as questionable for 3 months by the total group.

22. Write a lesson plan.

In analyzing the additional competencies selected as needed within 3 months to the total group's list of 8 competencies, it was found that new teachers added two from Planning Instruction category, two from Instructional and Teaching Strategies, two from Evaluating Instruction and Learning and one from Managing Instruction.

Certified instructors added 3 in the Planning Instruction category, and 3 from Teaching Strategies. Teacher educators selected 4 from Planning Instruction in addition to the total group list of two from that category, 4 more from Teaching Strategies, 3 from Evaluation, 2 from Managing Instruction and 1 more from Guidance.

No competencies were selected as needed within the first 3 months from the following categories; Planning Developing & Evaluating a Program, School and Public Relations, Student Vocational Organizations, Professional Role and Development and Coordination. Although each group may have felt additional competencies

were needed in the first 3 months, they clustered all competencies in the areas dealing directly with classroom activities, course planning and the student learning process and evaluation. The selection of competencies by both new instructors and certified instructors may then aid the teacher educator in deciding those competencies held for questioning as needed or those competencies that would seem more logically taught as part of the survival skills.

Analysis and Comparison of Position Sub-Groups in Selecting Competencies Needed for 6 Months, 1 Year, 2 Years, and 5 Years

In order to provide greater clarity and ease in studying the data comparing the three sub-groups - new teachers, certified teachers, and teacher educators- with the data from the total group, a matrix was developed using the categories from the survey instrument including all competencies and the time block selected for each by each group.

For the entire category of Planning, Developing and Evaluating a Program, only one competency, No. 9, was firmly selected for a time block. The competency, "Develop a course of study for a program," was seen as questionable for 6 months by new teachers and the total group, and questionable by one year by certified teachers (Table III-5).

Certified teachers overall rated the competencies in this category as being needed later than did either new teachers, teacher educators or the total group. The longer classroom experience of certified teachers may have shown them that the pressure to obtain some competencies is not as necessary as may be thought, such as conducting community surveys; however, certified teachers see conducting a task analysis of an occupational area and making long-range plans for a program (No. 7, 10) as needed sooner than any of the other 3 groups compared.

New teachers were more apt to select earlier time blocks than certified instructors, but teacher educators saw more competencies in this category as being needed within 6 months or 1 year than of all 4 groups compared.

Table III - 5

ANALYSIS AND COMPARISON OF POSITION SUBGROUP
RATINGS FOR PLANNING, DEVELOPING AND EVALUATING A PROGRAM

COMPETENCY	TOTAL N=195	NEW TEACHERS N=39	CERTIFIED TEACHERS N=44	TEACHER EDUCATORS N=16
3. Plan and conduct a community survey to determine community needs.	Q-2 yr.	Q-2 yr.	Q-5 yr.	Q-1 yr.
4. Use information obtained from a community survey in planning a program.	Q-2 yr.	Q-2 yr.	Q-5 yr.	Q-1 yr.
5. Initiate and organize an advisory committee for an occupational program.	Q-1 yr.	Q-2 yr.	Q-2 yr.	Q-6 mon.
6. Develop program goals and objectives.	Q-6 mon.	Q-6 mon.	Q-2 yr.	Q-6 mon.
7. Conduct a task analysis of an occupational area.	Q-1 yr.	Q-2 yr.	Q-6 mon.	Q-1 yr.
8. Use an existing task analysis in developing a program such as V-Tecs, Ohio State, etc.	Q-1 yr.	Q-2 yr.	Q-1 yr.	Q-6 mon.
9. Develop a course of study for a program.	Q-6 mon.	Q-6 mon.	Q-1 yr.	6
10. Make long-range plans for program.	Q-2 yr.	Q-1 yr.	Q-6 mon.	Q-1 yr.
11. Conduct a student follow-up study.	Q-2 yr.	Q-1 yr.	Q-2 yr.	Q-1 yr.
12. Evaluate program effectiveness.	Q-1 yr.	Q-1 yr.	Q-2 yr.	Q-1 yr.
13. Apply knowledge of vocational legislation and vocational funding to program planning.	Q-2 yr.	Q-2 yr.	Q-1 yr.	Q-1 yr.

KEY: 3 = 3 months
Q3 = Held for question, 3 months
6 = 6 months
Q6 = Held for question, 6 months
Q1 = Held for question, 1 year
Q2 = Held for question, 2 years

III-15

In the category, Planning Instruction, (Table III-6) new teachers firmly selected 6 competencies; certified teachers chose 7; teacher educators 11; and the total group, 6. Competency 21, Plan a Unit of Instruction, was agreed upon by all 4 groups as being needed by 3 months. Competency 28, Evaluate and Select Commercial Teaching Materials, A-V media and equipment, was selected by all 4 groups as needed by 6 months. Competency 29, Develop Original Materials if Needed such as Instructional Packages, was seen as questionable for 1 year by all 4 groups. All of the 4 groups compared saw most of the competencies in this category as necessary within 3 to 6 months or no longer than 1 year. There were fewer competencies in question in this category than in any other category.

For the category, Instructional and Teaching Strategies, (Table III-7) Competencies 33 and 34 were both seen as needed by 3 months by all 4 groups. These competencies involved using effective communication skills and creating student involvement and participation in discussion. Competency 44, Guide Individual Student Learning Activities was seen as needed within 3 months by new teachers and teacher educators and as needed by 6 months by certified teachers and the total group. All three sub-groups saw Competency 45, Involve Students in Applying Problem Solving Techniques, as needed within 3 months but was seen by the total group as needed in 6 months. All groups agree overall that these instructional and teaching strategies should be obtained sometime within the first year of teaching. Teacher educators agreed strongly on 10 competencies and certified teachers saw 9 competencies in agreement. New teachers seemed less sure with only 4 competencies agreed upon and all 4 of these competencies were seen as needed within 3 months. Perhaps the lesser time and experience of new teachers prohibits a clear picture of this particular teaching function.

In the Evaluating Instruction/Learning category, (Table III-8) teacher educators saw 7 competencies as firmly needed within 3 to 6 months; certified

Table III - 6

ANALYSIS AND COMPARISON OF POSITION SUBGFOUP
RATINGS FOR PLANNING INSTRUCTION

COMPETENCY	TOTAL N=195	NEW TEACHERS N=39	CERTIFIED TEACHERS N=44	TEACHER EDUCATORS N=16
17. Determine course prerequisites.	Q-6 mon.	Q-6 mon.	6	Q-6 mon.
18. Determine needs and interests of the students.	6	6	3	6
19. Write course outlines.	6	Q-6 mon.	6	6
20. Identify course objectives.	3	6	3	3
21. Plan unit of instruction.	3	3	3	3
22. Write a lesson plan.	Q-3 mon.	Q-3 mon.	Q-6 mon.	3
23. Write performance objectives in behavioral terms.	Q-6 mon.	Q-6 mon.	Q-6 mon.	3
24. Determine the sequence of course content.	6	3	3	3
25. Apply general psychological principles of how people learn.	Q-6 mon.	Q-1 yr.	Q-6 mon.	6
26. Recognize individual learning characteristics and learning styles.	Q-6 mon.	6	Q-6 mon.	6
27. Select the best method for putting content into action, such as a lecture, small group, learning packages, etc.	Q-6 mon.	Q-6 mon.	Q-6 mon.	3
28. Evaluate and select commercial teaching materials, A-V media and equipment.	6	6	6	6
29. Develop original materials if needed such as instructional packages.	Q-1 yr.	Q-1 yr.	Q-1 yr.	Q-1 yr.

KEY: 3 = 3 months
Q3 = Held for question, 3 months
6 = 6 months
Q6 = Held for question, 6 months
Q1 = Held for question, 1 year
Q2 = Held for question, 2 years

ANALYSIS AND COMPARISON OF POSITION SUBGROUP
RATINGS FOR INSTRUCTIONAL AND TEACHING STRATEGIES

COMPETENCY	TOTAL N=195	NEW TEACHERS N=39	CERTIFIED TEACHERS N=44	TEACHER EDUCATORS N=16
33. Present information by using effective communication skills.	3	3	3	3
34. Create student involvement and participation in discussion	3	3	3	3
35. Employ brainstorming techniques.	Q-6 mon.	Q-6 mon.	Q-6 mon.	Q-6 mon.
36. Demonstrate a manipulative skill.	Q-6 mon.	Q-6 mon.	3	3
37. Select appropriate questioning techniques.	Q-6 mon.	Q-6 mon.	3	3
38. Use audio-visual aids appropriately and effectively, such as projectors, models, bulletin boards, chalkboard.		Q-6 mon.	3	3
39. Conduct lab instructions and activities.	3	Q-6 mon.	3	3
40. Use simulation and replication activities.	Q-6 mon.	Q-6 mon.	Q-6 mon.	6
41. Direct students in instructing other students.	Q-1 yr.	Q-1 yr.	Q-1 yr.	Q-6 mon.
42. Use outside resources such as speakers, field trips, professional materials.	Q-6 mon.	Q-6 mon.	6	Q-6 mon.
43. Select appropriate techniques for special students such as handicapped/disadvantaged.	Q-6 mon.	Q-6 mon.	Q-6 mon.	6
44. Guide individual student learning activities.	6	3	6	3
45. Involve students in applying problem solving techniques.	6	3	3	3
46. Use programmed instructional materials.	Q-6 mon.	Q-6 mon.	Q-6 mon.	Q-6 mon.

KEY: 3 = 3 months
Q3 = Held for question, 3 months
6 = 6 months
Q6 = Held for question, 6 months
Q1 = Held for question, 1 year
Q2 = Held for question, 2 years

Table III - 8

ANALYSIS AND COMPARISON OF POSITION SUBGROUP RATINGS FOR EVALUATING INSTRUCTION/LEARNING

COMPETENCY	TOTAL N=195	NEW TEACHERS N=39	CERTIFIED TEACHERS N=44	TEACHER EDUCATORS N=16
50. Determine standards/criteria for course objectives and/or student outcomes.	Q-6 mon.	Q-6 mon.	6	3
51. Select evaluation procedures appropriate to course objectives.	6	Q-y mon.	6	3
52. Develop appropriate measuring or testing procedures for assessing student achievement.	6	Q-6 mon.	6	3
53. Assess important student attitudes.	Q-6 mon.	6	6	6
54. Use student feedback to evaluate instruction.	6	Q-6 mon.	6	6
55. Apply self-evaluation techniques to evaluating teaching performance.	6	3	6	6
56. Evaluate immediate student achievement to determine course effectiveness.	6	3	Q-6 mon.	6
57. Follow-up on student's success after graduation.	Q-2 yr.	1	Q-2 yr.	Q-1 yr.

KEY: 3 = 3 months
Q3 = Held for question, 3 months
6 = 6 months
Q6 = Held for question, 6 months
Q1 = Held for question, 1 year
Q2 = Held for question, 2 years

III-19

teachers selected 6 competencies, all needed by 6 months, and new teachers saw 4 as needed within 3 months, 6 months, and one year. Competency 55, Apply Self-Evaluation Techniques to Evaluating Teaching Performance was seen as needed by 6 months by certified teachers, teacher educators, and the total group. New teachers saw a greater need for this competency as being needed within 3 months. Perhaps new teachers feel a stronger need for an evaluation of their teaching and are more critical or unsure of their work. Following up on a student's success after graduation was not seen as needed until possibly the second year by certified teachers and the total group, as definitely needed by the first year by new instructors, and as questionably needed by one year by teacher educators. Again, new teachers seem to want to know how well they have succeeded by following up on their first class.

Managing Instruction competencies, (Table III-9) were seen more specifically as being needed within 3 to 6 months by teacher educators, but new and certified teachers had more questions here. Certified teachers generally saw these competencies as needed later, by 6 months to 2 years; and new teachers saw them as questionable for 6 months to a year. Competency 65, Organize and Maintain a Classroom and Laboratory was seen as needed by 3 months by new teachers and teacher educators but not until 6 months by certified teachers. Again, certified teachers seemed less pressed to obtain this competency as a beginning or survival competency.

In Guidance and Counseling, (Table III-10) new teachers seemed acccurately sure of the interaction of teacher and student by choosing 5 competencies as needed within 3 to 6 months. Teacher educators were in even more agreement as they selected 7 competencies as needed by 3 to 6 months. Competencies 74 and 75 were agreed upon by all groups as needed with 3 months. Reacting sensitively to

Table III - 9

ANALYSIS AND COMPARISON OF POSITION SUBGROUP RATINGS FOR MANAGING INSTRUCTION

COMPETENCY	TOTAL N=195	NEW TEACHERS N=39	CERTIFIED TEACHERS N=44	TEACHER EDUCATORS N=16
61. Prepare vocational budgets and reports.	Q-1 yr.	Q-1 yr.	Q-2 yr.	Q-1 yr.
62. Organize and maintain a filing system.	Q-6 mon.	Q-6 mon.	6	6
63. Plan and organize a classroom and laboratory.	Q-6 mon.	Q-6 mon.	Q-6 mon.	6
64. Maintain student achievement records.	Q-6 mon.	Q-6 mon.	Q-6 mon.	3
65. Organize and maintain classroom and laboratory.	6	3	6	3
66. Project and plan for instructional materials needed.	6	6	Q-6 mon.	6
67. Provide for student safety and first aid needs.	Q-6 mon.	Q-6 mon.	Q-6 mon.	3
68. Project and plan for expanding facilities.	Q-2 yr.	Q-1 yr.	Q-2 yr.	Q-1 yr.

KEY: 3 = 3 months
Q3 = Held for question, 3 months
6 = 6 months
Q6 = Held for question, 6 months
Q1 = Held for question, 1 year
Q2 = Held for question, 2 years

Table III-10

ANALYSIS AND COMPARISON OF POSITION SUBGROUP RATINGS FOR GUIDANCE AND COUNSELING

COMPETENCY	TOTAL N=195	NEW TEACHERS N=39	CERTIFIED TEACHERS N=44	TEACHER EDUCATORS N=16
72. Understand group processes and dynamics--how people work together.	Q-6 mon.	Q-6 mon.	Q-6 mon.	Q-6 mon.
73. Build student's self-awareness and self-concept.	6	6	6	6
74. React sensitively to needs and feelings of students.	3	3	3	3
75. Develop positive and professional attitudes in students toward world of work.	3	3	3	3
76. Conduct student-teacher conferences and discuss students' progress.	6	6	Q-6 mon.	3
77. Provide information and guidance on educational and career opportunities.	6	Q-6 mon.	Q-6 mon.	6
78. Act as resource person for individual student needs outside of classroom.	Q-6 mon.	Q-6 mon.	Q-6 mon.	6
79. Select and use necessary student background information.	Q-6 mon.	6	Q-6 mon.	6
80. Utilize student personnel services to help meet student needs.	6	Q-6 mon.	Q-6 mon.	Q-6 mon.

KEY: 3 = 3 months
Q3 = Held for question, 3 months
6 = 6 months
Q6 = Held for question, 6 months
Q1 = Held for question, 1 year
Q2 = Held for question, 2 years

III-22

students and helping students to develop positive work attitudes were seen by all as a vital beginning skill. All competencies in this category were seen as either specifically needed or questionably needed by 6 months.

School and Public Relations (Table III-11) and Student Vocational Organizations (Table III-12) categories saw a general but questionable time span of one to two years needed by these competencies. Teacher educators saw only 3 competencies in agreement in both categories and saw all competencies as needed by one year. New teachers and certified teachers saw most competencies as being questionable for within 2 years.

In the last two categories, Professional Role and Development (Table III-13) and Coordination, (Table III-14) no competency was selected in agreement by the 4 groups; all were in question and ranged from 6 months to 2 years in time. All groups were in general agreement with no one sub-group seeing either category as needed earlier than the time blocks of the other groups.

Conclusion

It appears that competencies needed first were more often agreed upon by the sub-groups and the total group, but as the time span lengthened, the decision to determine the time became harder to distinguish by the groups. Teacher educators, over all, however, were in close agreement as 47 competencies of the total 88 competencies listed on the survey instrument had a SD of 1.1 or less. New teachers agreed strongly on 21 competencies, and certified teachers ranked 28 competencies with a SD of 1.1 or less. The total group agreed upon 23 competencies showing a SD of 1.1 or less.

Table III - 11

ANALYSIS AND COMPARISON OF SUBGROUP RATING
RATINGS FOR SCHOOL AND PUBLIC RELATION

COMPETENCY	TOTAL N=195	NEW TEACHERS N=39	CERTIFIED TEACHERS N=44	TEACHER EDUCATORS N=16
84. Plan a program for community and school relations.	Q-2 yr.	Q-2 yr.	Q-2 yr.	Q-1 yr.
85. Interact and communicate effectively with those in the community.	Q-1 yr.	Q-1 yr.	Q-1 yr.	Q-6 mon.
86. Make presentations to community groups to promote vocational program.	Q-1 yr.	Q-2 yr.	Q-2 yr.	Q-1 yr.
87. Prepare and provide displays and informational materials about program for community use.	Q-1 yr.	Q-1 yr.	Q-1 yr.	Q-1 yr.
88. Develop and maintain good working relationships with state and local educators.	Q-1 yr.	Q-1 yr.	Q-1 yr.	Q-1 yr.
89. Obtain feedback from educators and community persons on effectiveness of program.	Q-1 yr.	Q-1 yr.	Q-1 yr.	1

KEY: 3 = 3 months
Q3 = Held for question, 3 months
6 = 6 months
Q6 = Held for question, 6 months
Q1 = Held for question, 1 year
Q2 = Held for question, 2 years

Table III-12

ANALYSIS AND COMPARISON OF POSITION SUBGROUP RATINGS FOR STUDENT VOCATIONAL ORGANIZATIONS

COMPETENCY	TOTAL N=195	NEW TEACHERS N=39	CERTIFIED TEACHERS N=44	TEACHER EDUCATORS N=16
93. Sponsor and supervise student vocational organization activities.	Q-1 yr.	Q-1 yr.	Q-1 yr.	Q-6 mon.
94. Activate student participation in state, regional, and national student organization events.	Q-1 yr.	Q-1 yr.	Q-1 yr.	Q-1 yr.
95. Maintain the student organization as an integral part of the program offerings.	Q-1 yr.	Q-1 yr.	Q-1 yr.	6
96. Guide students in planning and financing a yearly program for student vocational organization	Q-1 yr.	Q-1 yr.	Q-1 yr.	1
97. Provide leadership and learning experiences through student vocational organization activities.	Q-1 yr.	Q-1 yr.	Q-1 yr.	Q-6 mon.

KEY: 3 = 3 months
Q3 = Held for question, 3 months
6 = 6 months
Q6 = Held for question, 6 months
Q1 = Held for question, 1 year
Q2 = Held for question, 2 years

Table III - 13

ANALYSIS AND COMPARISON OF POSITION SUBGROUP RATINGS FOR PROFESSIONAL ROLE AND DEVELOPMENT

COMPETENCY	TOTAL N=195	NEW TEACHERS N=39	CERTIFIED TEACHERS N=44	TEACHER EDUCATORS N=16
101. Maintain expertise in professional and occupational area	Q-6 mon.	Q-6 mon.	Q-6 mon.	Q-6 mon.
102. Work effectively as a member of an educational team.	Q-6 mon.	Q-6 mon.	Q-6 mon.	Q-6 mon.
103. Become involved in out-of classroom activities that will enhance success of teacher.	Q-6 mon.	Q-6 mon.	Q-6 mon.	Q-1 yr.
104. Develop a professional philosophy of education.	Q-6 mon.	Q-6 mon.	Q-6 mon.	Q-6 mon.
105. Understand the VTAE philosophy and mission in Wisconsin.	Q-6 mon.	Q-6 mon.	Q-6 mon.	Q-6 mon.
106. Be knowledgeable of the history and/or foundations of vocational education in Wisconsin and the United States.	Q-1 yr.	Q-2 yr.	Q-1 yr.	Q-1 yr.
107. Utilize research procedures in solving professional problems.	Q-1 yr.	Q-1 yr.	Q-1 yr.	Q-2 yr.

KEY: 3 = 3 months
Q3 = Held for question, 3 months
6 = 6 months
Q6 = Held for question, 6 months
Q1 = Held for question, 1 year
Q2 = Held for question, 2 years

Table III - 14

ANALYSIS AND COMPARISON OF POSITION SUBGROUP RATINGS FOR COORDINATION

COMPETENCY	TOTAL N=195	NEW TEACHERS N=39	CERTIFIED TEACHERS N=44	TEACHER EDUCATORS N=16
111. Develop a systematic training plan with a cooperating employer.	Q-1 yr.	Q-1 yr.	Q-2 yr.	Q-1 yr.
112. Relate classroom instruction with student's on-the-job training.	Q-6 mon.	Q-6 mon.	Q-1 yr.	Q-6 mon.
113. Develop and maintain student progress reports in agreement with cooperating employer.	Q-1 yr.	Q-1 yr.	Q-1 yr.	Q-6 mon.
114. Evaluate and select prospective cooperative training stations.	Q-1 yr.	Q-1 yr.	Q-2 yr.	Q-1 yr.
115. Select and place prospective students for on-the-job training.	Q-1 yr.	Q-1 yr.	Q-1 yr.	Q-6 mon.
116. Orient student to policies and training plan for cooperative training.	Q-1 yr.	Q-1 yr.	Q-1 yr.	Q-6 mon.
117. Aid on-the-job instructors in training abilities and techniques.	Q-1 yr.	Q-1 yr.	Q-1 yr.	Q-1 yr.

KEY: 3 = 3 months
Q3 = Held for question, 3 months
6 = 6 months
Q6 = Held for question, 6 months
Q1 = Held for question, 1 year
Q2 = Held for question, 2 years

Chapter 4

Recommended Alternative Delivery Systems

On April 25, 1977, the following committee members met to study the results of the survey and to make recommendations as to an alternative delivery system for obtaining professional competencies necessary for certification in the VTAE system.

Dr. Harold Halfin
Dr. Philip Ruehl
Dr. Richard Gebhart
Esther Maier

After reviewing the project information and data analysis, the following delivery systems were recommended:

I. A one week preservice workshop be developed for new instructors immediately prior to teaching that would include those competencies needed within the first three months. These workshops could be presented at either one of the universities or at regional centers.

II. During the first three months of teaching experience, the Instructional Service Administrator in each district or his designate should work with the new staff to accomplish those competencies needed during the first three months. A formal evaluation of the acquired competencies would be done in cooperation with the universities.

III. Non-credit individualized self-instructional modules be made available at the district level for the new instructor that would aid him/her in obtaining the necessary competencies. Formal evaluation would be done by one of the state university teacher education departments.

The professional education competencies of this study have been studied in relationship to the Ohio PBTE Vocational Teacher Competency Profile Modules as a suggested means of providing the non-credit individualized self-instructional modules as indicated in Recommendation III above. Tables showing this information may be found in Appendix B.

Appendix A

Table of Data Results of Total Groups and Seven

Sub-groups for Competencies Needed by Beginning VTAE Teachers

SUB-GROUPS FOR COMPETENCIES NEEDED BY BEGINNING VTAE TEACHERS

Competency Number	Total Group - N=195	New Teachers		Certified Teachers		Department Chairmen		Student		Advisory Member		State Board Staff		Teacher Educator	
		1-N=39		2=44		3=45		4=25		5=18		6=7		7=16	
	PLANNING, DEVELOPING AND EVALUATING A PROGRAM														
	$\bar{X}$/SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
3	4.01/1.47	4.26	1.50	4.59	1.17	4.11	1.47	3.56	1.42	3.33	1.37	4.29	1.11	2.88	1.67
4	3.51/1.46	4.13	1.42	3.64	1.71	3.49	1.20	3.16	1.31	3.00	1.41	3.86	1.07	2.69	1.35
5	3.44/1.55	3.69	1.49	3.59	1.82	3.48	1.50	3.32	1.31	3.67	1.50	3.00	1.15	2.44	1.41
6	2.33/1.38	2.38	1.37	2.30	1.47	2.33	1.33	2.36	1.38	2.72	1.67	2.43	1.13	1.75	1.13
7	3.39/1.37	3.90	1.35	3.41	1.34	3.33	1.41	3.04	1.27	3.33	1.41	3.43	1.40	2.81	1.38
8	3.19/1.58	3.67	1.47	3.41	1.81	2.78	1.58	3.50	1.41	3.12	1.27	3.29	1.11	2.13	1.41
9	2.35/1.37	2.46	1.37	2.39	1.35	2.29	1.27	2.72	1.62	2.44	1.54	2.43	1.13	1.56	0.96
10	3.51/1.15	3.23	1.20	3.75	1.16	3.80	0.92	3.12	1.01	3.50	1.54	3.57	0.53	3.31	1.35
11	3.64/1.25	3.33	1.28	4.05	1.14	3.71	1.24	3.58	1.28	3.22	1.00	4.14	0.90	3.25	1.44
12	3.41/1.23	3.13	1.24	3.36	1.38	3.64	1.00	3.40	1.44	3.61	1.09	4.00	0.82	2.94	1.12
13	3.95/1.49	3.92	1.58	4.50	1.47	4.27	1.30	3.20	1.35	3.28	1.60	4.14	1.21	3.38	1.31
	PLANNING INSTRUCTION														
17	2.15/1.27	1.92	1.19	2.00	1.08	2.35	1.29	2.21	1.50	2.22	1.44	2.86	1.46	2.19	1.22
18	1.69/0.98	1.66	0.91	1.50	0.73	1.91	1.06	1.44	0.82	2.06	1.39	2.00	1.26	1.56	0.96
19	1.69/1.09	1.79	1.21	1.64	0.92	1.78	1.29	1.64	0.99	1.56	1.04	1.50	0.84	1.67	1.05
20	1.45/0.90	1.51	0.87	1.27	0.69	1.58	1.10	1.28	0.61	1.72	1.27	1.67	1.03	1.31	0.70
21	1.30/0.74	1.42	0.72	1.18	0.59	1.30	0.93	1.40	0.71	1.50	1.04	1.00	0.00	1.13	0.50
22	1.44/1.17	1.45	1.16	1.55	1.37	1.49	1.34	1.44	1.12	1.56	1.04	1.00	0.00	1.06	0.25
23	2.21/1.46	2.32	1.58	2.34	1.61	2.09	1.43	2.63	1.56	2.06	1.11	2.83	0.98	1.19	0.54
24	1.60/0.90	1.50	0.76	1.50	0.76	1.53	0.76	1.84	1.18	1.89	1.18	2.33	1.21	1.33	0.82
25	2.07/1.37	2.63	1.70	1.77	1.22	2.00	1.35	2.36	1.32	1.83	0.99	1.83	1.33	1.63	1.02
26	2.04/1.16	1.76	1.08	1.89	1.26	2.18	1.21	2.28	0.98	2.22	1.11	2.83	1.47	1.81	1.05
27	2.07/1.21	1.92	1.22	1.95	1.14	2.29	1.24	2.36	1.15	2.17	1.25	2.50	1.97	1.38	0.81
28	2.28/1.08	2.13	1.04	2.39	1.08	2.51	1.06	2.28	1.02	2.22	1.06	2.50	1.38	1.69	1.08
29	2.86/1.27	2.57	1.37	2.86	1.21	3.33	1.31	2.72	1.21	2.67	1.08	3.00	1.10	2.63	1.20

Competenc	Total Gro N=195	New Teachers		Certified Teachers		Departmen Chairmen		Staff		Advisory Member		State Boa Staff		Teacher Educator	
		1-N=39		2=44		3=45		4=25		5=18		6=7		7=16	
	INSTRUCTIONAL AND TEACHING STRATEGIES														
	$\bar{X}$/SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
33	1.33/0.76	1.18	0.46	1.25	0.72	1.51	0.97	1.36	0.81	1.50	0.92	1.33	0.52	1.14	0.53
34	1.31/0.69	1.08	0.27	1.20	0.59	1.51	0.87	1.44	0.77	1.67	0.97	1.33	0.52	1.00	0.00
35	2.49/1.64	2.35	1.67	2.25	1.57	2.73	1.62	3.04	1.78	2.61	1.82	2.83	1.17	1.69	1.25
36	1.69/1.34	1.00	1.67	1.43	1.04	1.32	0.91	2.65	1.82	2.17	1.34	1.00	0.00	1.00	0.00
37	1.68/1.12	1.87	1.56	1.39	0.78	1.91	1.29	1.76	0.83	1.78	0.81	1.83	0.98	1.07	0.26
38	1.53/1.01	1.69	1.34	1.45	1.00	1.67	1.11	1.44	0.71	1.33	0.59	2.00	1.00	1.13	0.34
39	1.39/0.86	1.62	1.25	1.23	0.57	1.33	0.83	1.52	0.77	1.67	0.97	1.00	0.00	1.13	0.50
40	2.01/1.27	1.92	1.53	1.98	1.39	2.36	1.35	1.67	0.76	1.89	0.90	2.57	0.79	1.75	1.00
41	2.77/1.57	2.56	1.62	2.59	1.59	3.11	1.51	3.40	1.85	2.67	1.24	2.86	1.07	2.00	1.21
42	2.11/1.17	2.36	1.42	2.00	1.01	2.11	1.15	2.20	1.26	2.16	0.83	2.29	1.38	1.56	1.09
43	2.39/1.38	2.18	1.46	2.41	1.48	2.91	1.35	2.13	1.26	2.18	1.01	2.71	1.70	2.00	1.03
44	1.78/1.03	1.46	1.07	1.59	0.95	1.93	1.05	2.24	0.88	2.00	1.03	2.43	1.40	1.44	0.73
45	1.65/0.94	1.46	0.85	1.45	0.85	1.89	1.01	1.72	0.84	1.89	1.08	2.43	1.51	1.25	0.58
46	2.09/1.47	1.97	1.48	2.18	1.67	2.29	1.47	2.04	1.65	2.00	0.91	1.83	0.98	1.94	1.39
	EVALUATING INSTRUCTION/LEARNING														
50	2.13/1.17	2.11	1.18	1.84	0.94	2.42	1.23	2.24	1.30	2.67	1.28	2.57	1.13	1.27	0.46
51	1.99/1.11	1.97	1.33	1.61	0.78	2.24	1.21	2.20	0.91	2.56	1.20	2.14	1.21	1.38	0.62
52	1.93/1.11	1.87	1.24	1.52	0.76	2.18	1.23	2.12	1.09	2.44	1.25	2.29	1.11	1.50	0.73
53	2.03/1.17	1.74	1.04	1.77	1.08	2.58	1.23	1.84	1.21	2.22	1.17	2.71	1.38	1.75	0.86
54	2.00/1.07	1.97	1.16	1.68	0.96	2.29	1.06	1.84	0.80	2.11	1.10	2.86	1.57	1.94	1.00
55	2.04/1.05	1.46	0.72	1.95	1.01	2.36	1.15	2.08	1.00	2.22	1.17	2.71	1.25	2.19	0.98
56	1.83/1.09	1.46	0.85	1.91	1.20	1.84	0.98	2.00	1.22	2.11	1.13	2.71	1.80	1.56	0.81
57	3.72/1.18	3.42	1.03	3.91	1.25	3.91	1.18	3.84	1.21	3.47	1.07	3.71	1.38	3.38	1.26
	MANAGING INSTRUCTION														
61	3.45/1.33	3.39	1.35	3.52	1.42	3.33	1.15	3.96	1.46	3.17	1.47	3.14	1.21	3.36	1.28
62	2.00/1.22	1.95	1.38	1.68	1.01	2.34	1.20	2.16	1.25	2.00	1.33	2.29	1.38	1.75	1.06
63	2.01/1.22	1.92	1.26	2.00	1.41	2.13	1.14	1.88	1.01	1.94	1.11	2.86	1.57	1.88	1.09
64	1.73/1.28	1.95	1.54	1.66	1.41	1.64	0.98	1.80	1.04	2.06	1.66	2.00	1.41	1.06	0.25

Competency No.	Total Group N=195	New Teachers		Certified Teachers		Department Chairmen		Student		Advisory Member		State Board Staff		Teacher Educator	
	MANAGING INSTRUCTION (continued)														
65	1.59/ 0.87	1.41	0.79	1.72	1.05	1.56	0.69	1.80	0.96	1.67	0.91	1.86	1.21	1.25	0.45
66	2.06/ 1.02	1.79	0.92	2.27	1.25	2.22	0.95	2.04	0.93	2.00	1.04	2.00	1.00	1.88	0.89
67	1.51/ 1.26	1.71	1.49	1.77	1.64	1.20	0.59	1.64	1.44	1.56	1.34	1.29	0.49	1.06	0.25
68	3.62/ 1.25	3.38	1.46	3.70	1.21	3.96	1.00	3.88	1.20	3.44	1.20	3.29	1.38	3.00	1.37
	GUIDANCE AND COUNSELING														
72	2.08/ 1.25	2.08	1.28	1.86	1.19	2.22	1.24	2.24	1.27	2.06	1.30	2.67	1.63	1.93	1.16
73	1.81/ 1.07	1.59	0.97	1.57	0.93	2.16	1.16	1.64	0.86	2.17	1.34	2.57	1.27	1.63	0.96
74	1.51/ 1.07	1.18	0.56	1.34	0.94	1.67	1.07	1.84	1.52	1.94	1.51	1.86	1.07	1.19	0.54
75	1.59/ 1.01	1.38	0.75	1.50	1.07	1.71	1.16	1.68	0.90	2.00	1.33	1.86	0.90	1.38	0.62
76	1.85/ 1.04	1.54	0.68	1.86	1.21	1.89	0.88	2.12	1.09	2.22	1.44	2.43	1.27	1.38	0.62
77	2.21/ 1.15	1.95	1.23	2.43	1.17	2.58	1.16	2.04	0.93	2.11	1.23	1.71	0.76	1.88	0.89
78	2.15/ 1.40	1.72	1.34	2.16	1.46	2.36	1.31	2.40	1.66	2.56	1.54	2.43	0.79	1.75	0.93
79	2.13/ 1.32	1.62	1.07	2.27	1.45	2.36	1.35	2.12	1.24	2.44	1.50	2.86	1.35	1.75	1.00
80	1.81/ 1.14	1.67	1.12	1.76	1.16	1.89	1.15	1.96	1.14	1.94	1.11	1.57	0.79	1.81	1.38
	SCHOOL AND PUBLIC RELATIONS														
84	3.81/ 1.33	3.82	1.60	3.88	1.42	4.04	0.98	3.64	1.41	3.78	1.11	4.71	1.25	3.29	1.44
85	2.83/ 1.39	3.00	1.54	2.77	1.67	3.04	1.26	2.40	1.00	2.94	1.30	3.00	1.41	2.44	1.26
86	3.35/ 1.30	3.53	1.50	3.55	1.35	3.44	1.06	3.12	1.33	3.22	1.22	3.43	1.27	2.56	1.21
87	3.16/ 1.34	3.29	1.31	3.14	1.69	3.33	1.11	3.16	1.37	2.89	1.02	3.57	1.40	2.75	1.18
88	2.83/ 1.45	3.03	1.53	2.82	1.65	2.82	1.43	2.68	1.25	2.83	1.20	2.43	1.90	2.88	1.20
89	3.02/ 1.26	3.08	1.40	2.98	1.39	3.22	1.04	2.64	1.19	3.33	1.24	2.86	1.46	2.88	1.09
	STUDENT VOCATIONAL ORGANIZATIONS														
93	2.92/ 1.43	3.10	1.71	2.86	1.52	3.14	1.32	3.20	1.15	2.44	1.15	2.86	1.46	2.21	1.12
94	3.04/ 1.43	3.08	1.72	2.98	1.55	3.43	1.27	2.96	1.21	2.89	1.08	3.00	1.63	2.56	1.21
95	2.85/ 1.45	3.13	1.70	2.77	1.63	3.10	1.39	2.75	1.11	2.83	1.25	2.43	1.51	2.25	1.00
96	3.26/ 1.42	3.36	1.55	3.28	1.80	3.48	1.17	3.52	1.12	2.89	1.08	3.29	1.38	2.56	1.09
97	3.01/ 1.47	3.25	1.71	2.95	1.76	3.33	1.20	2.64	1.19	3.06	1.11	3.14	1.57	2.31	1.20

Competency No	Total Group N=195	New Teachers		Certified Teachers		Department Chairmen		Student		Advisory Member		State Board Staff		Teacher Educator	
	PROFESSIONAL ROLE AND DEVELOPMENT														
101	2.07/ 1.40	1.79	1.32	1.77	1.15	2.37	1.44	2.00	1.44	2.50	1.82	2.00	1.29	2.50	1.46
102	1.71/ 1.15	1.67	1.18	1.58	1.11	1.63	0.99	2.00	1.20	2.00	1.53	1.71	0.76	1.63	1.26
103	2.35/ 1.27	2.31	1.45	2.29	1.38	2.49	1.14	1.85	0.83	2.61	1.33	2.86	1.35	2.63	1.20
104	2.25/ 1.39	2.31	1.47	2.08	1.27	2.05	1.22	2.62	1.72	2.56	1.38	2.14	1.21	2.25	1.44
105	2.18/ 1.37	2.33	1.47	2.35	1.49	2.07	1.35	2.04	1.08	2.06	1.39	2.00	1.15	2.00	1.46
106	3.13/ 1.71	3.61	1.81	3.06	1.66	2.80	1.58	3.19	1.79	3.11	1.84	3.43	0.98	2.88	1.87
107	3.22/ 1.48	2.89	1.58	3.19	1.44	3.44	1.31	2.63	1.61	3.53	1.74	4.29	0.76	3.64	1.15
	COORDINATION														
111	3.36/ 1.45	3.28	1.54	3.64	1.57	3.73	1.26	3.15	1.38	3.12	1.36	2.86	1.57	2.63	1.26
112	2.48/ 1.42	2.31	1.56	2.53	1.63	2.71	1.38	2.42	1.24	2.53	1.18	2.43	0.98	2.19	1.33
113	2.83/ 1.46	2.91	1.52	3.19	1.74	2.85	1.34	2.81	1.17	2.41	1.33	1.43	0.98	2.19	1.33
114	3.23/ 1.40	3.31	1.56	3.64	1.54	3.27	1.34	3.04	1.08	2.88	1.17	2.86	1.07	2.56	1.31
115	3.21/ 1.39	3.25	1.46	3.45	1.49	3.34	1.28	3.12	1.34	3.12	1.22	3.00	1.29	2.38	1.36
116	2.89/ 1.46	3.12	1.63	3.21	1.67	2.95	1.28	2.50	1.21	2.59	1.18	2.43	1.40	2.44	1.36
117	3.18/ 1.51	3.17	1.73	3.39	1.69	3.49	1.40	2.68	1.25	3.06	1.34	3.29	0.95	2.63	1.31

Appendix B

Tables Showing Suggested Use of the Ohio
PBTE Vocational Teacher Competency Profile Modules in
Relationship to Professional Teacher Competencies

APPENDIX B

Professional Education Competencies as Related to
Ohio PBTE Modules*

Items Held For Question As Needed Within 2 Years	PBTE Module No's
4. Use information obtained from a community survey in planning a program.	A-3
10. Make long-range plans for program	A-9
57. Follow-up on student's success after graduation	D-6
11. Conduct a student follow-up study	A-10
84. Plan a program for community and school relations.	G-1
13. Apply knowledge of vocational legislation and vocational funding to program planning	A-6, A-9
3. Plan and conduct a community survey to determine community needs	A-1, A-2

*See PBTE Vocational Teacher Competency Profile following tables for identifying module categories and titles.

APPENDIX B

Professional Education Competencies as Related to Ohio PBTE Modules*

Items Held For Question As Needed Within 1 Year	PBTE Module No's
41. Direct students in instructing other students	C-4
85. Interact and communicate effectively with those in the community	G-1, G-3, G-8
88. Develop and maintain good working relationships with state and local educators	G-9
113. Develop and maintain student progress reports in agreement with cooperating employer	J-7, J-8
95. Maintain the student organization as an integral part of the program offerings	H-1, H-2
29. Develop original materials if needed such as instructional packages	B-6
116. Orient student to policies and training plan for cooperative training	J-2
93. Sponsor and supervise student vocational organization activities	H-5
97. Provide leadership and learning experiences through student vocational organization activities	H-3
89. Obtain feedback from educators and community persons on effectiveness of program	G-10
94. Activate student participation in state, regional, and national student organization events	H-6
106. Be knowledgeable of the history and/or foundations of vocational education in Wisconsin and the United States	I-1, I-3
87. Prepare and provide displays and information materials about program for community use	G-4
117. Aid on-the-job instructors in training abilities and techniques	J-6
8. Use an existing task analysis in developing a program such as V-Tecs, Ohio State, etc.	A-7

*See PBTE Vocational Teacher Competency Profile following Tables for identifying module categories and titles.

APPENDIX B

Professional Education Competencies as Related to Ohio PBTE Modules*

Items Held For Question As Needed Within 1 Year (Continued)	PBTE Module No's
115. Select and place prospective students for on-the-job training	J-4, J-5
107. Utilize research procedures in solving professional problems	I-1
114. Evaluate and select prospective cooperative training stations	J-4
96. Guide students in planning and financing a yearly program for student vocational organization	H-4
86. Make presentations to community groups to promote vocational program	G-2
111. Develop and maintain student progress reports in agreement with cooperating employer	J-1
7. Conduct a task analysis of an occupational area	A-7
5. Initiate and organize an advisory committee for an occupational program	A-4, A-5
61. Prepare vocational budgets and reports	E-2

*See PBTE Vocational Teacher Competency Profile following Tables for identifying module categories and titles.

APPENDIX B

Professional Education Competencies as Related to Ohio PBTE Modules*

Items Held For Question As Needed Within 6 Months (Continued)	PBTE Module No's
23. Writer performance objectives in behavioral terms	B-2
104. Develop a professional philosophy of education	I-3
6. Develop program goals and objectives	
9. Develop a course of study for a program	A-6
103. Become involved in out-of-classroom activities that will enhance success of teacher	I-2, I-4
43. Select appropriate techniques for special students such as handicapped/disadvantaged	C-14
112. Relate classroom instruction with student's on-the-job training	J-9
35. Employ brainstorming techniques	C-3

*See PBTE Vocational Teacher Competency Profile following Tables for identifying module categories and titles.

APPENDIX B

Professional Education Competencies as Related to
Ohio PBTE Modules*

Items Held For Question As Needed Within 6 Months	PBTE Module No's
67. Provide for student safety and first aid needs	E-5
37. Select appropriate questioning techniques	C-12
36. Demonstrate a manipulative skill	C-16
64. Maintain student achievement records	D-5
62. Organize and maintain a filing system	E-4
63. Plan and organize a classroom and laboratory	E-1, E-2, E-3, E-8
40. Use simulation and replication activities	C-5
53. Assess important student attitudes	F-3
26. Recognize individual learning characteristics and learning styles	C-14, C-18
25. Apply general psychological principles of how people learn .	C-6, C-14
27. Select the best method for putting content into action, such as a lecture, small group, learning packages, etc. . .	C-2, C-18, C-28
101. Maintain expertise in professional and occupational area . .	I-1, I-5
72. Understand group processes and dynamics -- how people work together	C-2
46. Use programmed instructional materials	C-28
42. Use outside resources such as speakers, field trips, professional materials	C-1, C-20
50. Determine standards/criteria for course objectives and/or student outcomes	D-1
79. Select and use necessary student background information . .	F-1
17. Determine course prerequisites	B-1, B-2
78. Act as resource person for individual student needs outside of classroom	F-3, F-4, F-5
105. Understand the VTAE philosophy and mission in Wisconsin . .	I-3

APPENDIX B

Professional Education Competencies as Related to Ohio PBTE Modules*

Items Seen As Needed By 6 Months	PBTE Module No's
65. Organize and maintain classroom and laboratory	E-8, E-9
24. Determine the sequence of course content	A-8, B-2, B-3, B-4
45. Involve students in applying problem solving techniques	C-8
18. Determine needs and interests of the students	B-1
19. Write course outlines.	A-8
102. Work effectively as a member of an educational team	C-19
44. Guide individual student learning activities	C-6, C-7, C-9
80. Utilize student personnel services to help meet student needs	F-1
73. Build student's self-awareness and self-concept	F-3
56. Evaluate immediate student achievement to determine course effectiveness	D-1, D-2, D-3, D-4, D-5
76. Conduct student-teacher conferences and discuss students' progress	F-3
52. Develop appropriate measuring or testing procedures for assessing student achievement	D-1
51. Select evaluation procedures appropriate to course objectives	D-1, D-6, A-11
54. Use student feedback to evaluate instruction	D-6
55. Apply self-evaluation techniques to evaluating teaching performance	D-6
66. Project and plan for instructional materials needed	E-1
77. Provide information and guidance on educational and career opportunities	F-4
28. Evaluate and select commercial teaching materials, A-V media and equipment	B-5

*See PBTE Vocational Teacher Competency Profile following Tables for identifying module categories and titles.

APPENDIX B

Professional Education Competencies as Related to Ohio PBTE Modules*

Items Seen As Needed By 3 Months	PBTE Module No's
21. Plan unit of instruction	B-3
34. Create student involvement and participation in discussion .	C-2, C-3
33. Present information by using effective communication skills	C-12
39. Conduct lab instructions and activities	C-7
20. Identify course objectives	B-2
74. React sensitively to needs and feelings of students	F-3
38. Use audio-visual aids appropriately and effectively, such as projectors, models, bulletin boards, chalkboard	C-15, C-21, C-22, C-23, C-24, C-25, C-26, C-27, C-29,
75. Develop positive and professional attitudes in students toward world of work	F-5
Items Held For Question As Needed Within 3 Months	
22. Write a lesson plan	B-4

*See PBTE Vocational Teacher Competency Profile on following page for identifying module categories and titles.

PBTE

These competencies represent the titles of 100 PBTE modules which have been developed, field tested, and revised by The Center for Vocational Education. The modules address all of the 384 performance elements identified in research conducted by The Center as important to secondary and post-secondary vocational teachers. These modules and three supporting documents—a student guide, a resource person guide, and an administrators guide will be published by American Association for Vocational Instructional Materials (AAVIM), Engineering Center, University of Georgia, Athens, Georgia 30602.

Supporting Materials

Guide to the Implementation of Performance Based Teacher Education by Glen E. Farley, Robert E. Norton, and James B. Hamilton

Resource Person Guide to Using Performance Based Teacher Education Materials by James B. Hamilton and Karen M. Quinn

Student Guide to Using Performance Based Teacher Education Materials by Robert E. Norton and Mary Hoang

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University, 980 Kinnear Road, Columbus, Ohio 43212

April 1977

Category	Competencies										
A Program Planning, Development, and Evaluation (11 modules)	A-1 Prepare for a Community Survey	A-2 Conduct a Community Survey	A-3 Report the Findings of a Community Survey	A-4 Organize an Occupational Advisory Committee	A-5 Maintain an Occupational Advisory Committee	A-6 Develop Program Goals and Objectives	A-7 Conduct an Occupational Analysis	A-8 Develop a Course of Study	A-9 Develop Long Range Program Plans	A-10 Conduct a Student Follow Up Study	A-11 Evaluate Your Vocational Program
B Instructional Planning (6 modules)	B-1 Determine Needs and Interests of Students	B-2 Develop Student Performance Objectives	B-3 Develop a Unit of Instruction	B-4 Develop a Lesson Plan	B-5 Select Student Instructional Materials	B-6 Prepare Teacher-Made Instructional Materials					
C Instructional Execution (29 modules)	C-1 Direct Field Trips	C-2 Conduct Group Discussions, Panel Discussions, and Symposiums	C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques	C-4 Direct Students in Instructing Other Students	C-5 Employ Simulation Techniques	C-6 Guide Student Study	C-7 Direct Student Laboratory Experience	C-8 Direct Students in Applying Problem-Solving Techniques	C-9 Employ the Project Method	C-10 Introduce a Lesson	C-11 Summarize a Lesson
Instructional Execution (Cont'd)	C-12 Employ Oral Questioning Techniques	C-13 Employ Reinforcement Techniques	C-14 Provide Instruction for Slower and More Capable Learners	C-15 Present an Illustrated Talk	C-16 Demonstrate a Manipulative Skill	C-17 Demonstrate a Concept or Principle	C-18 Individualize Instruction	C-19 Employ the Team Teaching Approach	C-20 Use Subject Matter Experts to Present Information	C-21 Prepare Bulletin Boards and Exhibits	C-22 Present Information Through Models, Real Objects, and Flannel Boards
Instructional Execution (Cont'd)	C-23 Present Information with Overhead and Opaque Materials	C-24 Present Information with Filmstrips and Slides	C-25 Present Information with Films	C-26 Present Information with Audio Recordings	C-27 Present Information with Televised and Videotaped Materials	C-28 Employ Programmed Instruction	C-29 Present Information with the Chalkboard and Flip Chart				
D Instructional Evaluation (6 modules)	D-1 Establish Student Performance Criteria	D-2 Assess Student Performance: Knowledge	D-3 Assess Student Performance: Attitudes	D-4 Assess Student Performance: Skills	D-5 Determine Student Grades	D-6 Evaluate Your Instructional Effectiveness					
E Instructional Management (9 modules)	E-1 Project Instructional Resource Needs	E-2 Manage Your Budgeting and Reporting Responsibilities	E-3 Arrange for Improvement of Your Vocational Facilities	E-4 Maintain a Filing System	E-5 Provide for Student Safety	E-6 Provide for the First Aid Needs of Students	E-7 Assist Students in Developing Self-Discipline	E-8 Organize the Vocational Laboratory	E-9 Manage the Vocational Laboratory		
F Guidance (5 modules)	F-1 Gather Student Data Using Formal Data Collection Techniques	F-2 Gather Student Data through Personal Contacts	F-3 Use Conferences to Help Meet Student Needs	F-4 Provide Information on Educational and Career Opportunities	F-5 Assist Students in Applying for Employment or Further Education						
G School-Community Relations (10 modules)	G-1 Develop a School-Community Relations Plan for Your Vocational Program	G-2 Give Presentations to Promote Your Vocational Program	G-3 Develop Brochures to Promote Your Vocational Program	G-4 Prepare Displays to Promote Your Vocational Program	G-5 Prepare News Releases and Articles Concerning Your Vocational Program	G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program	G-7 Conduct an Open House	G-8 Work with Members of the Community	G-9 Work with State and Local Educators	G-10 Obtain Feedback about Your Vocational Program	
H Student Vocational Organization (4 modules)	H-1 Develop a Personal Philosophy Concerning Student Vocational Organizations	H-2 Establish a Student Vocational Organization	H-3 Prepare Student Vocational Organization Members for Leadership Roles	H-4 Assist Students in Developing and Financing a Yearly Program of Activities	H-5 Supervise Activities of the Student Vocational Organization	H-6 Guide Participation in Student Vocational Organization Contests					
I Professional Role and Development (8 modules)	I-1 Keep Up to Date Professionally	I-2 Serve Your Teaching Profession	I-3 Develop an Active Personal Philosophy of Education	I-4 Serve the School and Community	I-5 Obtain a Suitable Teaching Position	I-6 Provide Laboratory Experiences for Prospective Teachers	I-7 Plan the Student Teaching Experience	I-8 Supervise Student Teachers			
J Cooperative Education (10 Modules)	J-1 Establish Guidelines for Your Cooperative Vocational Program	J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students	J-3 Enroll Students in Your Co-Op Program	J-4 Secure Training Stations for Your Co-Op Program	J-5 Place Co-Op Students on the Job	J-6 Develop the Training Ability of On-the-Job Instructors	J-7 Coordinate On-the-Job Instruction	J-8 Evaluate Co-Op Students' On-the-Job Performance	J-9 Prepare for Students' Related Instruction	J-10 Supervise an Employer Employee Appreciation Event	

Appendix C

Letter to District Directors

Wisconsin Vocational, Technical and Adult Education

State of Wisconsin \ BOARD OF VOCATIONAL, TECHNICAL & ADULT EDUCATION

EUGENE LEHRMANN
State Director
4802 Sheboygan Avenue 7th Floor
MADISON, WISCONSIN 53702

February 28, 1977

To the District Directors
Wisconsin Vocational, Technical
and Adult Education

Dear Colleague:

The State Board has awarded a research grant to the Center for Vocational, Technical and Adult Education, UW-Stout, to study professional development competencies needed by beginning teachers.

The purpose of this project is to determine the pedagogical competencies needed by beginning VTAE teachers and to verify these competencies as perceived by VTAE administrators, teachers, advisory committee members, students, vocational teacher educators, and the State Board of VTAE staff. The data will be very helpful in developing recommendations for competency based teacher education programs, alternative delivery systems, and certification standards.

Harold Halfin and Orville Nelson, Co-Directors of CVTAE, UW-Stout, will serve as Project Directors; Esther Maier, UW-Stout, will serve as Assistant Project Director.

Your assistance in making this project a success would be greatly appreciated. A supply of questionnaires has been mailed to your administrator of research and planning. We would appreciate their distribution to the following persons:

(1) three first year instructors
(2) three certified instructors with two to five years of experience
(3) three department chairmen or instructional services staff
(4) three students and
(5) three advisory committee members

We would appreciate respondents from as many different program service areas as possible as there is a need for a diversity of interests as well as experiences represented.

Please have the completed questionnaires collected and returned in the self addressed envelope to CVTAE, UW-Stout, Menomonie, Wisconsin, 54751, within two weeks.

If you have any questions, please call Esther Maier, 715-232-1126.

Sincerely,

Eugene Lehrmann

Eugene Lehrmann
State Director

EL:RJK:go

Appendix D

Letter to Vocational Teacher Educators

March 1, 1977

Dear

May we ask your help in conducting the Professional Education Competencies Project now being conducted by the Center for Vocational, Technical and Adult Education, UW-Stout.

The purpose of this project is to determine the pedagogical competencies needed by beginning VTAE teachers and to verify these competencies by submitting them to VTAE administrators, teachers, advisory committee members and students, vocational teacher educators, and the State Board of VTAE staff. The project will also make recommendations for alternative delivery systems for obtaining professional competencies necessary for certification in the VTAE System.

Harold Halfin and Orville Nelson, Co-Directors of CVTAE, UW-Stout, will serve as Project Directors; Esther Maier, UW-Stout, will serve as Assistant Project Director.

Please complete the enclosed questionnaire at your earliest possible convenience. Your efforts to return the questionnaire to CVTAE in the self-addressed envelope prior to March 15 would be greatly appreciated. Thank you for your time and information.

Sincerely,

Esther Maier
Center for Vocational, Technical
and Adult Education

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Enclosures

Appendix E

Survey Instrument

CVTAE
UW - STOUT

Professional Education Competencies Needed by Beginning VTAE Teachers

What specifically are the skills, knowledges, and attitudes which are common to all new vocational education instructors as they enter the classroom for the first time? Which competencies are important but not needed until later in the teaching experience?

May we ask your help in evaluating the following list of competencies in terms of (1) need by vocational education teachers from all program areas, and (2) how soon after employment the competency is needed. In other words, are some competencies of more urgent need for a beginning instructor than others? Can some be delayed until a later time?

For example, a competency rated as needed in the first three months would indicate an immediate need by the instructor in the first days of classroom contact. By 6 months, an instructor may have completed some course work or gained experience to upgrade certain needed competencies. By the end of five years, VTAE instructors should be fully certified, having experienced a wide range of professional activities.

1. Please indicate your position:

   ☐ 1. First year instructor, provisionally certified
   ☐ 2. Certified instructor, 2-5 years experience
   ☐ 3. Department Chairman and Instructional Services
   ☐ 4. Student
   ☐ 5. Advisory committee member
   ☐ 6. State Board staff member
   ☐ 7. Vocational Education teacher educator

2. If you are a VTAE instructor or department chariman, please indicate your program service area. _____

   _____

Key: 1. = 3 Months or Less
2. = 6 Months
3. = 1 Year
4. = 2 Years
5. = 5 Years
6. = Not Needed

Using the above code, please place one number (from 1 through 6) in the blank for each competency which follows.

DIRECTIONS: If the competency is needed, select the time block in which it is necessary and write the corresponding number on the line to the left of the item. If the competency is not needed, write the number 6 on the line.

SAMPLE:

3 a. Develop competencies required to be a teacher manager. (1 year)

Planning, Developing and Evaluating a Program

___ 3 Plan and conduct a community survey to determine community needs.

___ 4 Use information obtained from a community survey in planning a program.

___ 5 Initiate and organize an advisory committee for an occupational program.

___ 6 Develop program goals and objectives.

___ 7 Conduct a task analysis of an occupational area.

___ 8 Use an existing task analysis in developing a program such as V-Tecs, Ohio State, etc.

___ 9 Develop a course of study for a program.

___ 10 Make long-range plans for program.

___ 11 Conduct a student follow-up study.

___ 12 Evaluate program effectiveness.

___ 13 Apply knowledge of vocational legislation and vocational funding to program planning.

___ 14 OTHERS: _____

___ 15 _____

___ 16 _____

Planning Instruction

___ 17 Determine course prerequisites.

- over please -

Key: 1. = 3 Months or Less
2. = 6 Months
3. = 1 Year
4. = 2 Years
5. = 5 Years
6. = Not Needed

Using the above code, please place one number (from 1 through 6) in the blank for each competency which follows.

DIRECTIONS: If the competency is needed, select the time block in which it is necessary and write the corresponding number on the line to the left of the item. If the competency is not needed, write the number 6 on the line.

____ 18 Determine needs and interests of the students.

____ 19 Write course outlines.

____ 20 Identify course objectives.

____ 21 Plan unit of instruction.

____ 22 Write a lesson plan.

____ 23 Write performance objectives in behavioral terms.

____ 24 Determine the sequence of course content.

____ 25 Apply general psychological principles of how people learn.

____ 26 Recognize individual learning characteristics and learning styles.

____ 27 Select the best method for putting content into action, such as a lecture, small group, learning packages, etc.

____ 28 Evaluate and select commercial teaching materials, A-V media and equipment.

____ 29 Develop original materials if needed such as instructional packages.

____ 30 OTHERS _____

____ 31 _____

____ 32 _____

Instructional and Teaching Strategies

____ 33 Present information by using effective communication skills.

____ 34 Create student involvement and participation in discussion.

____ 35 Employ brainstorming techniques.

____ 36 Demonstrate a manipulative skill.

____ 37 Select appropriate questioning techniques.

- please go on to the next page -

____ 38 Use audio-visual aids appropriately and effectively, such as projectors, models, bulletin boards, chalkboard.

____ 39 Conduct lab instructions and activties.

____ 40 Use simulation and replication activites.

____ 41 Direct students in instructing other students.

____ 42 Use outside resources such as speakers, field trips, professional materials.

____ 43 Select apropriate techniques for special students such as handicapped/disadvantaged.

____ 44 Guide individual student learning activities.

____ 45 Involve students in applying problem solving techniques.

____ 46 Use programmed instructional materials.

____ 47 OTHERS _____

____ 48 _____

____ 49 _____

Evaluating Instruction/Learning

____ 50 Determine standards/criteria for course objectives and/or student outcomes.

____ 51 Select evaluation procedures appropriate to course objectives.

____ 52 Develop appropriate measuring or testing procedures for assessing student achievement.

____ 53 Assess important student attitudes.

____ 54 Use student feedback to evaluate instruction.

____ 55 Apply self-evaluation techniques to evaluating teaching performance.

____ 56 Evaluate immediate student achievement to determine course effectiveness.

____ 57 Follow-up on student's success after graduation.

____ 58 OTHERS _____

____ 59 _____

____ 60 _____

- over please -

5.00 Managing Instruction

____ 61 Prepare vocational budgets and reports.

____ 62 Organize and maintain a filing system.

____ 63 Plan and organize a classroom and laboratory.

____ 64 Maintain student achievement records.

____ 65 Organize and maintain classroom and laboratory.

____ 66 Project and plan for instructional materials needed.

____ 67 Provide for student safety and first aid needs.

____ 68 Project and plan for expanding facilities.

____ 69 OTHERS _____

____ 70 _____

____ 71 _____

Guidance and Counseling

____ 72 Understand group processes and dynamics--how people work together.

____ 73 Build student's self-awareness and self-concept.

____ 74 React sensitively to needs and feelings of students.

____ 75 Develop positive and professional attitudes in students toward world of work.

____ 76 Conduct student-teacher conferences and discuss students' progress.

____ 77 Provide information and guidance on educational and career opportunities.

____ 78 Act as resource person for individual student needs outside of classroom.

____ 79 Select and use necessary student background information.

____ 80 Utilize student personnel services to help meet student needs.

____ 81 OTHERS _____

____ 82 _____

____ 83 _____

- please go on to the next page -

School and Public Relations

____ 84 Plan a program for community and school relations.

____ 85 Interact and communicate effectively with those in the community.

____ 86 Make presentations to community groups to promote vocational program.

____ 87 Prepare and provide displays and informational materials about program for community use.

____ 88 Develop and maintain good working relationships with state and local educators.

____ 89 Obtain feedback from educators and community persons on effectiveness of program.

____ 90 OTHERS _____

____ 91 _____

____ 92 _____

Student Vocational Organizations

____ 93 Sponsor and supervise student vocational organization activities.

____ 94 Activate student participation in state, regional, and national student organization events.

____ 95 Maintain the student organization as an integral part of the program offerings.

____ 96 Guide students in planning and financing a yearly program for student vocational organization.

____ 97 Provide leadership and learning experiences through student vocational organization activities.

____ 98 OTHERS _____

____ 99 _____

____ 100 _____

Professional Role and Development

____ 101 Maintain expertise in professional and occupational area.

____ 102 Work effectively as a member of an educational team.

____ 103 Become involved in out-of classroom activities that will enhance success of teacher.

____ 104 Develop a professional philosophy of education.

____ 105 Understand the VTAE philosophy and mission in Wisconsin.

- over please -

Professional Role and Development

____ 106 Be knowledgeable of the history and/or foundations of vocational education in Wisconsin and the United States.

____ 107 Utilize research procedures in solving professional problems.

____ 108 OTHERS _____

____ 109 _____

____ 110 _____

Coordination

____ 111 Develop a systematic training plan with a cooperating employer.

____ 112 Relate classroom instruction with student's on-the-job training.

____ 113 Develop and maintain student progress reports in agreement with cooperating employer.

____ 114 Evaluate and select prospective cooperative training stations.

____ 115 Select and place prospective students for on-the-job training.

____ 116 Orient student to policies and training plan for cooperative training.

____ 117 Aid on-the-job instructors in training abilities and techniques.

____ 118 OTHERS _____

____ 119 _____

____ 120 _____

Thank you for your information and time.
Please return the questionnaire to your district research person.